



# Organizational Effectiveness: Leading with Vision

## Competency

Educator grows as a leader with vision for themselves and the vision, mission, and values for their association on a local, state, and/or national level.

## Key Method

The educator uses the Learn-Design-Do-Reflect Cycle to deepen their understanding of their own personal strengths, leadership styles, and passions and sees the roles these play in developing trust and credibility with peers. They also explore opportunities for their own teacher leadership, accept the possibility of adversity, and broaden their vision and the vision of the association.

## Method Components

Association leadership means understanding how to create and guide meaningful, positive, and powerful collective action. It means learning to lead members of large, culturally diverse, and engaged groups and steering the activities of those members in the direction of desired change. Within the context of the association, teacher leaders can build bridges with administrators and other stakeholders in order to advance quality instructional practice and the right policies to make that practice possible.

### Association Competencies for Teacher Leaders

- Organizational Effectiveness: Leading with Vision
- Organizational Effectiveness: Leading with Skill
- Organizing and Advocacy
- Building the Capacity of Others
- Learning Community and Workplace Culture



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## Learn-Design-Do-Reflect Cycle

The Learn-Design-Do-Reflect Cycle is a tool used in the NEA Teacher Leadership Institute to support the development of teacher leadership. The following descriptors will help you understand your participation in each step of the process.

- Learn - Delve into resources; explore the needs of your school, district, or state; and self-assess in order to gain a deep understanding of research, best practices, the needs of your educational setting, and your own professional learning needs.
- Design - Design an action plan that addresses at least one of the needs of your school, district, or state.
- Do - Implement your plan and collect information and evidence about the challenges and successes of your implementation.
- Reflect - Take time to reflect on the outcomes and the process of implementation of your action plan and consider next steps.

## Leading with Vision and Teacher Leadership

According to the NEA Teacher Leadership Competencies (2018), developing your teacher leadership in the area of Organizational Effectiveness includes the following (see Resource section for link to the complete guide):

### Emerging Level

- Understand the (local, state, and/or national) association's mission, vision, and values.
- Identify how to use the understanding of the association's mission, vision, and values to guide their influence when working with colleagues and others.

### Developing Level

- Design, facilitate, and/or coordinate members' work under the direction and/or mentorship of other leaders in pursuit of the association's mission.
- Advance the vision and values of the association.

### Performing Level

- Organize and guide a critical mass of members to invest themselves in support of the association's mission, vision, and values.
- Pursue strategic goals through targeted actions based on the mission, vision, and values of the association.
- Measure success with meaningful data about progress toward the desired vision.

### Transforming Level

- Enlist members for participation in and innovation of the vision and values of the association.
- Broaden the vision and values of the association and activate meaningful change.



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Last Revised on Mar 19, 2022

- Foster and empower both members and leaders to work beyond the current or traditional roles of the association.

### Types of Collaborating Purposefully Leadership Plans

- Actively participate with other cultural groups, diverse committees and/or in diverse learning groups.
- Organize the work of others to pursue the mission, vision, and values of the association.
- Manage activities with others to implement the mission, vision, and values of the association.
- Guide group efforts with association members to support the association's mission, vision, and values.
- Lead others to pursue goals and actions to support the association's mission, vision, and values.
- Collect data on the effectiveness of work with colleagues to progress toward the association's vision and values.
- Collect data to realize and understand forms of oppression and inequalities that exist in the organization
- Lead others to pursue transformative vision and values for the association.
- Lead others in anticipation of, preparation for, and response to new challenges and greater achievements.
- Build upon strengths of the organization to advocate for changes to policies to challenge inequities.

## Supporting Rationale and Research

Day, D. V., Zaccaro, S. J., & Halpin, S. M. (2004). Leadership development for transforming organizations: Growing leaders for tomorrow. New York, NY: Psychology Press.

*This book emphasizes the importance of leaders (using the U.S. Army as an example of a world-class organization in need of transformation) in the development of cultures that are conducive to leadership development.*

Hackman, J. R., & Oldham, G. R. (1980). Work redesign. Reading, MA: Addison-Wesley.

*This seminal book examines the characteristics of designing work around organizational goals and missions. This research comes from the organizational sciences and has direct application for how work is organized for associations.*

Hattie, J. (2015). What works best in education: The politics of collaborative expertise (Open Ideas). Pearson. Retrieved from [https://www.pearson.com/content/dam/corporate/global/pearson-dot-com/files/hattie/150526\\_ExpertiseWEB\\_V1.pdf](https://www.pearson.com/content/dam/corporate/global/pearson-dot-com/files/hattie/150526_ExpertiseWEB_V1.pdf)



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Last Revised on Mar 19, 2022

Hattie makes a strong case for collaborative expertise based on his meta-analyses of effective teaching practices and builds on his visible learning work.

Kraft, M. A., & Papay, J. P. (2016). Developing workplaces where teachers stay, improve, and succeed. The Albert Shanker Institute. Retrieved from [http://distributedleadership.org/assets/asi-\(2016\).pdf](http://distributedleadership.org/assets/asi-(2016).pdf)

## Resources

### Templates

[Action/Design Plan Template for non-Teacher Leadership Institute Fellows for Artifact 3](#)

Anyone NOT in the TLI should use this template.

[2018–Current Teacher Leadership Institute Fellows Action Plan Template for Artifact 3](#)

TLI Fellows from 2018–current should have completed this template as part of the TLI's requirements. Please upload your Action Plan as evidence for this micro-credential.

[Teacher Leadership Context Circle Map for Artifact 1](#)

### Resources

[NEA Mission, Vision, and Values](#)

[Teacher Leadership Competencies Booklet](#) Scroll until you find the download pdf button

### Videos

[Civil Rights Movement and Martin Luther King](#)

[From Good to Great: What defines a level IV leader](#)

[History of NEA](#)

[How Great Leaders Inspire Action](#)

[Lily Eskelsen Garcia NEA 2015 RA Opening Remarks](#)

[NEA on Leading our Profession Module 6](#)



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Last Revised on Mar 19, 2022

# Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a passing score in Parts 1 and 3 and receive a proficient for all components in Part 2.

## Part 1. Overview Questions (Provides Context)

(350–500 words)

Please use the suggested word count as a guide to answer the following contextual questions. This will help our assessor understand your current context for working on this micro-credential.

Please do not include any information that will make you identifiable to your reviewers.

Answer the following contextual questions to help our assessor understand your current situation. Please do not include any information that will make you identifiable to your reviewers.

- What is your professional mission and vision for teacher leadership?
- Describe your professional learning goals for completing this micro-credential.
- Describe the professional context for earning this micro-credential.
  - Number of years in education, subject area, etc.
  - School/community—e.g., rural, urban, suburban, school level, student/community demographics, socio-economic data, etc.
  - Share information about your own personal identity and cultural background.
  - Describe your current roles and general experience in teacher leadership at the school, district, and/or state level.
  - Who are the stakeholders in your community?
  - How is diversity, equity, and cultural competence being used to influence the vision, mission, and values of the Association?

**Passing:** Professional mission and vision clearly states what the educator hopes to achieve in their career and what success will look like when achieved. Professional context is reasonable and accurate and includes specific professional learning goals as an outcome of completing this micro-credential.

## Part 2. Work Examples/Artifacts/Evidence

To earn this micro-credential, please submit the following five artifacts as evidence of your learning. Please do not include any information that will make you or your students identifiable to your reviewers.



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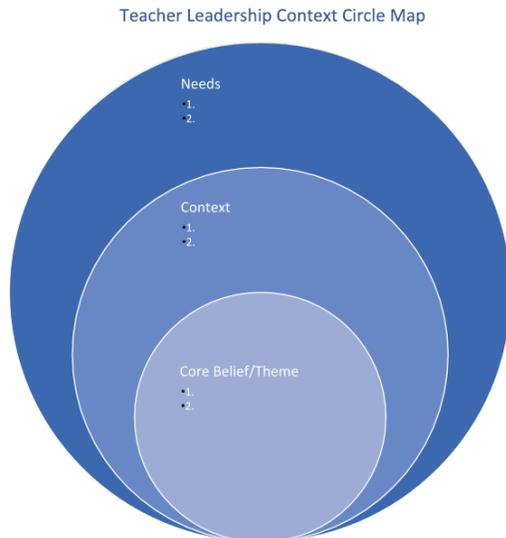
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## Artifact 1: Teacher Leadership Circle Map

(see template in Resource section)

Fill in the Circle Map using the template in the resource section, or create your own.



### Directions for Circle Map

- Center Circle: Core Theme/Belief

Use page 5 of the NEA Teacher Leadership Competencies Booklet (see Resource section) to identify the Core Belief/Theme that resonates with you.

- Middle Circle: Context

Synthesize the information you gathered in Part 1. You may include any other relevant contextual information to guide your thinking and recording for the middle circle:

- District (suburban/rural/urban)
- Colleagues
- Site/district administration
- Teacher leadership culture
- Demographics (school, community)
- Who are the stakeholders in your school/district

- Outer Circle: Needs

After identifying your teacher leadership context, identify and record in the outer circle the needs of your school and/or district in relationship to leading with vision. Consider the following guiding questions as you identify your contextual needs:

- Is there a stakeholder group that is not represented in decision-making?



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- What inequities currently exist in your school/district?
- What resources are needed to address these inequities?
- What are the needs of the community?
- How does the school address the needs of the community?
- What are the needs of my school/district?
- What are the needs of my colleagues/my association?
- How do the needs of my colleagues' cultures, and existing inequalities affect the classroom, school, and district?
- What are the needs of my local association?
- How do the needs of my association affect me and my colleagues?

### **Artifact 2: Review**

Connect your Teacher Leader Circle Map to leading with vision by answering the following questions (50–150 words or 3–5 bullet points each):

1. What might your role be as a teacher leader to positively impact the identified leading with vision needs of your diverse stakeholders (students, school, district, association), based on your context and grounded in your core belief/theme?
2. What might your role be as a teacher leader to inspire and support other potential diverse teacher leaders in effectively leading with vision, based on your context and grounded in your core beliefs/theme?

### **Artifact 3: Design**

Use the Teacher Leadership leading with vision competency to design an activity or action that you can do to address an identified need from your Leadership Circle Map. Describe how the plan supports and promotes equity.

Complete and upload one of the following design templates

- Option 1: 2018–Current Teacher Leadership Institute Fellows Action Plan Template

(see template in Resource section, or use the one you created in your state cohort)

- Option 2: Action/Design Plan Template for Non-Teacher Leadership Institute Fellows

(see template in Resource section)

### **Artifact 4: Do (part 1)**

Upload 3 different artifacts that show evidence of implementation of your action plan, annotated with descriptions (20–50 words each).

These artifacts may include:

- Websites
- Newsletter
- Emails
- Recorded webinars



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Last Revised on Mar 19, 2022

- Presentations
- Emails to or from participants
- Online forums (screenshots of conversations)
- Completed websites
- Products developed during the process
- Artifacts from tools like Remind or Huddle
- Voice recorded messages for phone lists
- Group chats/text messages

**Description should include:**

- Time/date
- Number of participants
- Purpose of artifact and how it was used
- Explain how equity is supported and promoted

**Artifact 5: Feedback from Participants—Do (part 2)**

Obtain feedback from at least two stakeholders in attendance.

Use these prompts to obtain necessary feedback to serve as evidence. Your chosen participants should respond to each prompt in 2–3 sentences or 2–3 bullet points.

- How did the teacher leader engage you in leading with vision?
- What were the intended outcomes, and to what degree were the outcomes achieved?
- What did you gain from participating in this experience?
- If the teacher leader were to implement this plan again, what could be done differently? Why?
- How did the teacher leader address diversity, equity, and cultural competence during this activity?

Part 2. Rubric

	<b>Proficient</b>	<b>Basic</b>	<b>Developing</b>
<b>Artifact 1: Circle Map</b>	Circle map is complete, and directions were followed closely	Circle map is missing important information	Circle map is incomplete
	Core Theme/Belief is from the Teacher Leadership Book	Core Theme/Belief is not from the Teacher Leadership Book	Core Theme/Belief is not identified
	The context section is complete with enough context to	The context is missing some important information	Very little context is given



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Last Revised on Mar 19, 2022

	<p>be useful in understanding the full picture</p> <p>Needs are listed and realistic and within your sphere of influence</p> <p>Needs reflect diverse perspectives</p> <p>Needs are identified using a positive, proactive, professional voice and are facts, not opinions</p>	<p>Needs may be too broad and out of your realm of influence</p> <p>Needs reflect at least one diverse perspective Needs are based on opinion and not fact</p> <p>Professional or proactive voice is not used</p>	<p>Needs are not identified or not based on facts</p> <p>Needs do not include diverse perspectives</p> <p>Needs are stated in a negative tone that is not proactive Professional or proactive voice is not used</p>
<b>Artifact 2: Action Plan</b>	<p>Template is completely filled out</p> <p>Professional goals are measurable, actionable, and relevant to leading with vision</p> <p>Needs and current reality are based on actual evidence, NOT opinion</p> <p>Needs reflect diverse perspectives</p> <p>Results are realistic and focus on affecting the practice of others</p>	<p>Template is incomplete or not thoughtfully done</p> <p>Professional goals may not be measurable, actionable, and/or relevant to leading with vision</p> <p>Needs may be based partially on opinion and/or evidence is not substantial</p> <p>Needs reflect at least one diverse perspective</p> <p>Results may not be realistic and/or do not focus on affecting the practice of others</p>	<p>Template is not complete, or it is incorrectly filled out</p> <p>Professional goals are missing</p> <p>Needs are missing or based on opinion and/or personal biases</p> <p>Needs do not include diverse perspectives Unrealistic results</p> <p>Description is missing or not understandable</p>



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Last Revised on Mar 19, 2022

	Description is clear, and activity directly relates to professional goals, needs, desired results, and leading with vision	Description is not clear and/or the activity does not directly relate to professional goals, needs, desired results, and leading with vision	
<b>Artifact 3: Design</b>	<p>Activity Design Template is completely filled out</p> <p>Activity design aligns to your identified needs</p> <p>Activity design is actionable</p> <p>Activity supports and promotes equity</p>	<p>Activity Design Template is not completely filled out</p> <p>Activity design loosely aligns to your identified needs</p> <p>Activity design is not actionable</p> <p>Activity supports equity</p>	<p>Activity Design Template is not used</p> <p>Activity design does not align to your identified needs</p> <p>Activity design is not actionable</p> <p>Activity does not address</p>
<b>Artifact 4 &amp; 5: Do</b>	<p>Three artifacts with descriptions are included and provide strong evidence of implementation.</p> <p>Feedback is provided from at least two stakeholders.</p>	<p>Two artifacts with descriptions are included and provide strong evidence of implementation.</p> <p>Feedback is provided, but from only one stakeholder.</p>	<p>Less than two artifacts with descriptions are included OR the evidence is not strong.</p> <p>No feedback is provided.</p>



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**TLI Association Stack**

Last Revised on Mar 19, 2022

## Part 3 Reflection

(400–500 words)

Use the word count as a guide to write a personal reflection about your work on this micro-credential. For tips on writing a good reflection review the following resource:

[How Do I Write a Good Personal Reflection?](#)

*Please do not include any information that will make you identifiable to your reviewers.*

Answer the following reflective questions.

- How will your knowledge of leading with vision impact your leadership work with others?
- How did you address diversity, equity, and cultural competence during this activity?
- How will you continue to lead learning activities to enhance the practice of others at various levels of leadership?
- What are your next steps to continue your growth as a teacher leader?

**Passing:** Reflection provides evidence that this activity has had a positive impact on the teacher leader as well as on others in the professional context of earning this micro-credential. Specific examples are cited directly from personal or work-related experiences to support claims. Also included are specific actionable steps that demonstrate how new learning will be integrated into future practices.



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